

**Indicators for School Health Programs (*Indicators*)**  
**Frequently Asked Questions (FAQ)**  
**April, 2006**

**Q1: What is the purpose of the *Indicators*?**

A1: The purpose of the *Indicators* is to provide education agencies with a common set of measures for reporting annual progress and to provide CDC with a common data set that can be used to report national program progress.

**Q2: What does DASH do with the *Indicator* information?**

A2: 1) Generate Aggregate Reports of program activities across all sites;  
2) Identify implications from findings for future programs;  
3) Ensure findings are used to influence and inform decision makers on national program progress; and  
4) Showcase significant and unique achievements.

**Q3: Is DASH using this information to evaluate us in some way?**

A3: Yes. The *Indicators* are used to evaluate your performance. However, they are not the sole determinant of how well a project is achieving approved program goals and objectives. Other measures include site visit reports, the Continuation Application, the Annual Progress Report, the Financial Status Report (FSR), and other reports and documents provided by your organization during a budget period.

**Q4: How does my program benefit from completing the *Indicators*?**

A4: You will be able to show your stakeholders what you have accomplished during the budget period and you will have a systematic data collection process that can be used for program planning and improvement. Over time you will be able to examine trends in your programmatic efforts and make links to program outcomes.

**Q5: Are the *Indicators* required?**

A5: Yes, as of Program Year 3 (March 1, 2005 to February 28, 2006) and for subsequent years.

**Q6: Do I have to complete the *Indicators* and the Annual Progress Report for Program Year 4?**

A6: Yes. *Indicators* and the Annual Progress Report are required for Program Year 4 (March 1, 2006 to February 28, 2007). You must report on the status of this budget year's goals and objectives. Please contact your Project Officer for the level of detail needed in the annual progress report.

**Q7: Will my responses to the *Indicators* be compared to other states' and cities'?**

A7: No. Although the *Indicators* provide standardized process measures for states and cities, they will not be used to rank sites, or to make a report card that compares the performance of individual states and cities relative to each other.

**Q8: Will I be able to see other states' or cities' answers?**

A8: No.

**Q9: My agency does not conduct all the activities asked about in the *Indicators*. What should I do?**

A9: We recognize that your education agency might not implement all the activities addressed in the *Indicators* and that the *Indicators* may not fully describe your project's efforts to implement school health programs. Your agency may not have measured all of the activities implemented and therefore may not have the data to answer all of the questions. Please answer the questions as best you can and as honestly as possible. Please leave questions blank if they do not apply to your project or if you did not collect the data.

**Q10: The *Indicators* do not capture all that my program is doing. Should I be concerned about this?**

A10: The *Indicators* may not fully describe your project's school health programs. Please answer the questions the best you can. If you have significant activities you feel were not captured by the *Indicators*, please include a short narrative of those activities in the open-ended questions at the end of the *Indicators*. We also welcome your feedback to improve what we ask on the *Indicators*. Please feel free to contact Leah Robin ([lrobin@cdc.gov](mailto:lrobin@cdc.gov) or 770-488-6187) with comments on the *Indicators* content.

**Q11: Based on the *Indicators*, it does not look like my program did a lot this budget period. Will this count against me?**

A11: Probably not. The *Indicators* are not the sole determinant of how a project is progressing; other measures will include site visit reports, the Continuation Application, the Annual Progress Report, and other reports and documents provided by your organization during a budget period.

**Q12: How do I answer questions about activities that DASH did not fund?**

A12: Do not report activities that DASH did not fund. Report activities for which any amount of DASH funds were used, or in which staff time to develop, implement, or evaluate activities was funded in any amount by DASH.

**Q13: I want to provide more information about my program than is in the *Indicators*. How do I do that?**

A13: Consult your Project Officer to discuss what to include in your Annual Progress Report. Additional information you might provide as a supplement includes reports of other evaluations; logic models; major obstacles, solutions, and

programmatic changes; success stories; and key documents, materials, and activities.

**Q14: I am not sure what you mean by several terms that you use in the *Indicators*. How can I find out what you mean when you use those terms?**

A14: There is a glossary included with the *Indicators*. In the print version it is included after the questions. In the web-based application, you can access it through the tab in the upper right-hand corner that says “glossary”, or you can access specific definitions by clicking on links marked with an “I” icon in the questions themselves. If you still have questions about the meaning of a term after reading the glossary definition, please contact your Project Officer.

**Q15: What kind of activities should I collect information on to complete the *Indicators*?**

A15: You need to collect information on materials distribution, professional development and individualized technical assistance. Specifically, you need to record the number of:

- schools reached;
- districts reached (if applicable);
- regional support units reached (if applicable);
- external partners reached and type of external partner;
- listservs or electronic mailing lists used for materials distribution;
- hits on web pages for materials distribution (if applicable);
- events and participants attending professional development events;

You also need to record the topic areas addressed by the materials you distribute and your professional development and individualized technical assistance activities.

**Q16: What information should I report in questions that include the words “reached directly”?**

A16: Some questions ask how many organizations you “reach directly”, including schools, districts, external partners, and regional support units. In answering these questions you should **only report contact with the organization once per topic and activity**, regardless of how many times you reach them throughout the budget period. For example, if five teachers from the same school attend a professional development event, you have reached their school once even though multiple teachers attended.

For **professional development questions** where “reached” is not in the question stem, you should report **total number of events and participants** even if the same people attend all your events.

**Q17: What kinds of schools can I count as being “reached directly”?**

A17: We define schools as a division of the public school system consisting of students in one or more grades or other identifiable groups organized to give instruction of a defined type. One school may share a building with another school or one school may be housed in several buildings. Each school usually has an identification number assigned by the state department of education for tracking purposes. Public schools include charter schools, magnet schools, vocational schools, and alternative schools. If a school is considered to be public in your state, then you should count it as public for the purposes of the *Indicators*.

**Q18: My program does not track professional development events and individualized technical assistance (TA) provided. What should I do?**

A18: Several kinds of materials are available to support you in measuring *Indicators* information including paper-and-pencil TA log sheets, registration forms, and distribution lists, or electronic logs using Excel or Training Tracker aligned with the *Indicators*. These tools can be found on the RMC website under Professional Development.

- Go to <http://www.pdp-rmc.org>
- Click on “PD Coordinator Login”
- Type in the username and password distributed to you by the PDP Team
- Click the link for Training Tracker and scroll down for related TA materials and templates.

For more information or to obtain a username and password, please send an email to [tracker@rmc.org](mailto:tracker@rmc.org).

**Q19: What does exemplary mean?**

A19: “Exemplary” refers to an evaluated curriculum or program with evidence of effectiveness or a curriculum or program that has used research-based or science-based strategies. An exemplary curriculum or program is (1) developmentally and culturally appropriate; (2) medically and scientifically accurate; (3) consistent with scientifically researched evidence of effectiveness; and (4) built on a theoretic approach based on proven principles for prevention.

**Q20: Why is there a section on Assessment of Student Standards?**

A20: This section was requested by projects involved in health and physical education assessment activities. These projects asked for items to reflect their professional development and individualized technical assistance activities that measure student’s health knowledge and skills.

**Q21: What is a “Regional Support Unit (RSU)?”**

A21: An RSU is a state-recognized agency or organization (e.g., universities, regional education support agencies, regional offices of education, regional training centers, teacher centers, county superintendent’s offices, etc.) that provides professional development, technical assistance, and educational materials to school districts and schools within the state.

**Q22: What does “specifically target” mean? What if I had a program for all youth, but it was in a predominately African-American school?**

A22: Specifically targeted programs or activities are tailored to a particular, identifiable population (e.g., by race, sexual orientation, etc.) or those that increase the ability of others to provide such services or activities. It is not “specifically targeted” unless it was designed explicitly for that audience. A program for all youth in a predominantly African-American school would not meet this definition.

**Q23: Is there a way to submit the *Indicators* electronically?**

A23: Yes. The *Indicators* may be submitted electronically through the Questionnaire Application and Delivery System (QADS). QADS may be accessed at <http://apps.nccd.cdc.gov/DASHWebSurvey/>. Each site has been provided with a username and password for each Program Coordinator. To update personnel information for your site, please contact Karen Jones ([kjones6@cdc.gov](mailto:kjones6@cdc.gov) or 770-234-6560) or Renee Freeman ([rfreeman@cdc.gov](mailto:rfreeman@cdc.gov) or 770-488-2500).

**Q24: Will there be trainings on how to submit the *Indicators* electronically?**

A24: Yes. Individual trainings can be scheduled at any time throughout the year by contacting Renee Freeman ([rfreeman@cdc.gov](mailto:rfreeman@cdc.gov) or 770-488-2500).

**Q25: Who can I contact for help?**

A25: Contact your Project Officer first. If you have questions about the content of the *Indicators* or need help with your responses, please contact John Canfield ([jcanfield@cdc.gov](mailto:jcanfield@cdc.gov) or 770-488-6141) or Leah Robin ([lrobin@cdc.gov](mailto:lrobin@cdc.gov) or 770-488-6187). For technical problems or access to the web application, please contact Karen Jones ([kjones6@cdc.gov](mailto:kjones6@cdc.gov) or 770-234-6560) or Renee Freeman ([rfreeman@cdc.gov](mailto:rfreeman@cdc.gov) or 770-488-2500).